



FEMA

POSITION TASK BOOK FOR THE POSITION OF

**ALL-HAZARDS NATIONAL INCIDENT
MANAGEMENT SYSTEM (NIMS)
INCIDENT/EXERCISE EVALUATOR (TYPE 1)**

INCIDENT/EXERCISE EVALUATOR (TYPE 1)

1. Competency: Assume position responsibilities

Description: Successfully assume the role of Incident/Exercise Evaluator and initiate position activities at the appropriate time according to the following behaviors.

1a. Behavior: Ensure readiness for assignment

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Complete incident- or exercise-specific evaluation training and briefings, such as the C/E briefing.	E, F, I, T		
2. Receive, accept, and review assignment and incident- or exercise-specific evaluation documents, such as Controller/Evaluator (C/E) Handbook and Exercise Evaluation Guides (EEG).	C, E, F, I, T		
3. Review the incident/exercise site, scope, organizations, roles, responsibilities, safety and security considerations, jurisdiction, and authorities: <ul style="list-style-type: none"> ● Review pertinent jurisdictional plans ● Review pertinent incident-specific plans 	E, F, I, T		

2. Competency: Communicate effectively

Description: Use suitable communication techniques to share relevant information with appropriate personnel on a timely basis to accomplish objectives in a potentially rapidly changing environment

2a. Behavior: Ensure the exchange of relevant information during briefings and debriefings

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
4. Prepare for and participate in all evaluation team briefings: <ul style="list-style-type: none"> ● Share information with other evaluation staff ● Receive priorities, goals, and objectives for incident/exercise operational period ● Communicate evaluation and data collection concerns and mitigation strategies ● Maintain high-quality briefing materials 	E, F, I, T		
5. Schedule and conduct evaluation briefings with assigned personnel: <ul style="list-style-type: none"> ● Inform evaluation team of start time, duration, location, and information they should provide for the briefing ● Define briefing objectives, agenda, and time expectations ● Post or distribute briefing agenda, as appropriate ● Plan for documentation and recording of relevant information ● Communicate changes in evaluation strategies or objectives ● Resolve concerns and conflicts 	E, F, I, T		

3. Competency: Ensure completion of assigned actions to meet identified objectives

Description: Identify, analyze, and apply relevant situational information and evaluate actions to complete assignments safely and meet identified objectives. Complete actions within established timeframes.

3a. Behavior: Execute assigned tasks, assess progress, and make necessary adjustments

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
6. Ensure that all evaluation work is consistent with current policies and best practices.	E, F, I, T		
7. Help the lead evaluator initiate and maintain evaluation tools, including: <ul style="list-style-type: none"> • EEG • C/E Handbooks • Master Scenario Events List (MSEL) 	E, F, I, T		
8. Make appropriate conclusions based on analyzed and validated information: <ul style="list-style-type: none"> • Adjust in response to new information, changing conditions, or unexpected obstacles 	E, F, I, T		
9. Perform root-cause analysis of evaluation material	E, F, I, T		
10. Support safety and security monitoring and reporting, as necessary.	E, F, I, T		
11. Working with the lead evaluator, serve as the technical expert for evaluation tasks: <ul style="list-style-type: none"> • Provide evaluation support, equipment, and personnel, as necessary • Provide operational and technical information on objectives and critical tasks 	E, F, I, T		

3b. Behavior: Ensure documentation is complete and disposition is appropriate

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
12. Coordinate submission of after-action report or other evaluation reports: <ul style="list-style-type: none"> • Ensure all material is accurate and complete • Complete all documents within established time frames • Comply with stakeholder agencies' documentation requirements 	E, F, I, T		
13. Ensure evaluation documentation is complete, according to the lead evaluator's direction: <ul style="list-style-type: none"> • Submit incident/exercise narrative and activity log to lead evaluator • Complete EEG and submit to lead evaluator 	C, E, F, I, T		
14. Support development and implementation of evaluation plan: <ul style="list-style-type: none"> • Identify evaluation needs and priorities • Develop staffing plan and evaluation assignments to adequately collect observations and data • Develop evaluation training specific to the incident/exercise • Schedule evaluation team briefings, as necessary • Schedule hot wash 	E, F, I, T		

3c. Behavior: Oversee and support the actions of Type 2 and Type 3 Incident/Exercise Evaluators

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
15. Provide technical information and training on evaluation activities: <ul style="list-style-type: none"> ● Conducting observations and recording data ● Creating and using EEG ● Performing root-cause analysis ● Writing after-action reports ● Conducting improvement planning 	E, F, I, T		
16. Supervise team as it observes and records data and identify incident/exercise strengths and weaknesses associated with: <ul style="list-style-type: none"> ● Best practices ● Lessons learned ● Training ● Equipment ● Policies and procedures 	E, F, I, T		

4. Competency: Lead assigned personnel

Description: Influence, lead, and direct assigned personnel to accomplish objectives and desired outcomes in a potentially rapidly changing environment.

4a. Behavior: Establish work assignments and performance expectations, monitor performance, and provide feedback

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
17. Communicate responsibilities and expectations, informing incident/exercise data collectors and evaluators of assignments, tasks, and required products before, during, and after the exercise.	E, F, I, T		
18. Monitor incident/exercise data collectors' and evaluators' activities and provide feedback to maximize individual and collective capabilities.	E, F, I, T		

4b. Behavior: Coordinate interdependent activities

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
19. Coordinate the development of evaluation documents, such as the EEG, the C/E Handbook, and the after-action report: <ul style="list-style-type: none"> ● Confirm that incident/exercise data collectors and evaluators complete appropriate documentation and input ● Coordinate distribution of draft documentation and adjudication of feedback 	E, F, I, T		
20. Lead evaluation planning efforts and coordinate the development of the evaluation plan: <ul style="list-style-type: none"> ● Provide evaluation planning information during coordination meetings ● Confirm evaluation timeline and coordinate achievement of timeline milestone 	E, F, I, T		
21. Monitor evaluation progress and assign/reassign personnel to ensure progress toward objectives based on the evaluation plan and timeline: <ul style="list-style-type: none"> ● Regularly brief and debrief with assigned personnel ● Provide evaluation execution information during coordination meetings 	E, F, I, T		